



# **NASA Business Coaching Handbook**

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*A Guide for NASA Human Resources Professionals*

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**August 2006**

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# Introduction

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This handbook describes what business coaching is and how it is being made available to NASA employees. NASA is committed to developing its greatest asset, its employees. While already heavily invested in technical training, NASA has become increasingly aware of the need for managers to balance technical skills with the human resources capabilities that will motivate employees to reach their full potential. The practice of coaching has been successfully introduced

at many Centers as an effective means of developing the NASA workforce. Because of the positive impact coaching activities have had to date, NASA has established coaching as a primary tool for implementing its Human Capital Strategic Plan. The NASA Coaching Development Team has created this guide to help human resources (HR) professionals understand and use coaching effectively to improve individual and organizational performance.

## What is Business Coaching?

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Business coaching focuses on aligning organizational and individual goals to improve individual performance and mission results. Three different types of coaching relationships are used at NASA: external, internal, and supervisory. With external and internal coaching, there is a facilitative, one-to-one, mutually designed relationship between a coach and an individual. Supervisory coaching occurs in the course of day-to-day interactions between managers and employees. Coaching benefits the Agency by fostering improved performance, and by producing results that are observable, measurable, and commensurate with the performance requirements of the person being coached.

Coaching is most effectively employed when it is used to do one or more of the following:

1. Address individual and organizational change which will improve mission performance

2. Enable personal transformation and career-role transition
3. Support the development of future leaders for the Agency
4. Address a specific problem area or challenge
5. Facilitate the creation of an organizational culture that values learning, creativity, and continuous improvement

Executive coaching includes principles from sports coaching such as teamwork, personal excellence, and “going for the goal.” But unlike sports coaching, executive coaching is not about competition. An executive coach focuses on helping an individual “learn what it takes” for him or her to improve existing capabilities, set meaningful goals, and be accountable for his or her results. A coach helps an individual identify, understand, and eliminate barriers to more effective performance.

Business coaching is often confused with other employee development fields such as mentoring and consulting. The following table illustrates the differences between business coaching and other forms of development.

| Development  | Expertise   | Conversation   |
|--|---|--|
| <b>BUSINESS COACHING:</b> A coach concentrates on personal and professional success. How effective is the individual at achieving their goals and getting what they want out of life? Coaching is future-focused, aimed at identifying and understanding barriers and designing strategies and actions to eliminate those barriers and improve effectiveness. Knowledge resides with the individual being coached. | I know how to help you identify and design learning strategies and actions that will work best for you. | "What have you tried? How has this worked? What else can you try?"                               |
| <b>TRAINING:</b> A trainer provides a structured program based on personal knowledge. The focus is on the acquisition of specific knowledge or skills. The trainer has the knowledge.  | Here is what I know about this subject.   | "Research and experience have shown this to be the best way."                                    |
| <b>MENTORING:</b> A mentor provides knowledge, information, and advice based on his/her experience. The focus is on passing on guidance that helped the mentor be successful in a similar situation in the past. The experience resides with the mentor.   | My experience has been that you should do it this way.  | "This is how I did it."  |
| <b>CONSULTING:</b> A consultant gives expert advice. The focus is on acquiring a specific technical expertise. The consultant has the knowledge.   | I know how, and this is what you are paying me to tell you.   | "This is how to do it."  |
| <b>TRADITIONAL SUPERVISOR:</b> A supervisor provides direction and guidance regarding the execution of specific duties. The focus is on understanding how to do the job a specific way. Knowledge resides with the supervisor.   | I know how, and this is what you must do.   | "Do it this way."  |
| <b>COUNSELING OR THERAPY:</b> A counselor or therapist provides support in enabling individuals to deal with experiences that are negatively impacting their lives. The focus is on reconciling the past. Understanding resides with the individual only after the counselor has supported the reconciliation process. Knowledge eventually resides with the individual.   | I know how to guide you to psychological well-being.  | "What happened in the past that is inhibiting you from getting what you want out of life today?" |
| <b>ATHLETIC DEVELOPMENT:</b> An expert guides and directs actions based on experience and knowledge. The focus is on actions or behaviors that are being executed poorly or incorrectly. Knowledge resides with the athletic coach.  | I see what you are doing wrong and I can show you how to improve.                                       | "You need to do this in order to achieve the results you want."                                  |

# NASA's Strategic Approach to Coaching

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“The scarcest resource in the world is leadership talent, capable of continuously transforming organizations to win in tomorrow’s world . . . all people have untapped potential . . . with coaching and practice, we can all get better at it.”

—Noel Tichy, *The Leadership Engine*

NASA is implementing coaching Agency-wide as part of its Strategic Human Capital Plan (SHCP) initiative in response to the President’s Management Agenda. In part, the Agenda states: “. . . Agencies must make better use of the flexibilities currently in place to acquire and develop talent and leadership. . . . Human capital strategies will be linked to organizational mission, vision, core values, goals, and objectives. . . . High performance will become a way of life that defines the culture of the Federal service. . . . The system will attract and retain talented people who will demand and deliver sustained excellence and high levels of performance.”

Pillar 3.0 of the NASA SHCP is Learning: “NASA promotes a knowledge-sharing culture and a climate of openness, continuous learning and improvement.” Flowing from this are Goal 3.1, “NASA has a climate of open sharing of relevant knowledge to facilitate best practices, promote personal and professional growth, and avoid failures,” and Strategy 3.1.1, “Strategically invest in training and development opportunities, including coaching and mentoring, and foster a climate of continuous learning and improvement.”

The SHCP Pillar 5.0, Leadership, states that “NASA ensures it has leaders who are adaptable; who inspire, motivate, and guide others toward goals; who mentor and challenge the workforce; and who demonstrate high standards of honesty, integrity, trust, openness, and respect.” Goal 5.1 of this pillar states that, “NASA recruits, selects, hires, and retains a diverse, high-performing cadre of leaders who are nurtured through training and development opportunities,” which concurs with Strategy 5.1.2, “Provide mentoring, training, development, and coaching opportunities to equip employees to assume leadership positions within the Agency.”

NASA’s strategy for developing coaching for mission results is three-fold:

1. To provide leaders, managers, and supervisors with training, experience, and tools to incorporate coaching conversations into their daily professional work.
2. To develop internal coaching expertise as a cost-effective, cross-Agency resource to draw from, and to ensure that NASA has the expertise to be a “smart buyer” of coaching services.
3. To continue to utilize external coaches and organizational development specialists to build on the Agency’s internal efforts.

# Characteristics of Effective Coaches

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Executive coaches help individuals set and achieve desired goals and necessary results. Coaches utilize questions and assessment tools to help individuals become more effective. Through the insight gained from assessment tools and observations by the coach, individuals become more self-aware of their strengths and barriers, and develop strategies and plans to reach their goals.

The role of a coach is that of a nonjudgmental, strategic business partner. The coaching relationship is built on trust. Coaching conversations must remain confidential between the individual and the coach in order for the partnership to work. When NASA provides coaching, the relationship extends to the individual's supervisor, who helps define the performance goals and provides feedback on progress.

Coaches at NASA must demonstrate knowledge through their past experience and application of basic competencies. NASA has adopted the competencies identified by the International Coaching Federation

(ICF). First, the coach must meet the ethical guidelines of the profession. Other competencies include the ability to:

- Establish a coaching agreement
- Establish a trusting relationship with the coachee
- Be fully present, attentive, and spontaneous
- Express active listening
- Ask powerful questions
- Be a direct communicator
- Create and raise personal awareness
- Design and create action plans and action behaviors
- Develop plans and establish goals with the coachee
- Manage the progress of the coachee and hold them accountable for their actions

In addition to the above, effective coaches believe in the potential of their client and demonstrate a personal integrity in “walking the talk.”

## The Benefits of Business Coaching

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There are many reasons why an individual may choose to work with a business coach. This motivation can be described in general terms as a desire to improve performance, rebalance priorities, and increase awareness.

### *Improve Performance*

- There is something at stake (a challenge, stretch goal, or opportunity) that is urgent and compelling
- There is a desire to accelerate results
- There is a need and a desire to better organize and become more self-managing
- There is a need to improve performance that requires more than the acquisition of new knowledge or the development of new skills

### *Rebalance Priorities*

- Work and life are out of balance, and this is creating unwanted consequences
- There is a need for a course correction in work or life due to a setback
- There is a desire for work and life to be less stressful or complicated

### *Increase Awareness*

- There is a perceived gap in knowledge, skills, confidence, or resources
- An individual has a style of relating that is ineffective or is not supporting the achievement of relevant goals
- There is a lack of clarity, and there are choices to be made
- The individual is successful, but this success has also generated negative consequences
- There is a desire to identify core strengths and effectively leverage them
- The individual wants to participate in a rigorous and honest self-appraisal

Results from coaching can include improved performance and working relationships, better teamwork, and reduced conflict. When coaching produces better alignment between personal and organizational values and goals, the results often include increased job satisfaction and organizational commitment.

## Candidates for Coaching

Optimal candidates for coaching are executives who:

1. Realize that they need to improve their performance but require more than the acquisition of new knowledge or the development of new skills
2. Are open to participating in a rigorous and honest self-appraisal
3. Are willing to ask for help and realize that someone else can assist them in becoming more effective
4. Are willing to devote the time and effort to work with the coach to make changes over a period of months

5. Are willing to trust another person and talk about their strengths and challenges

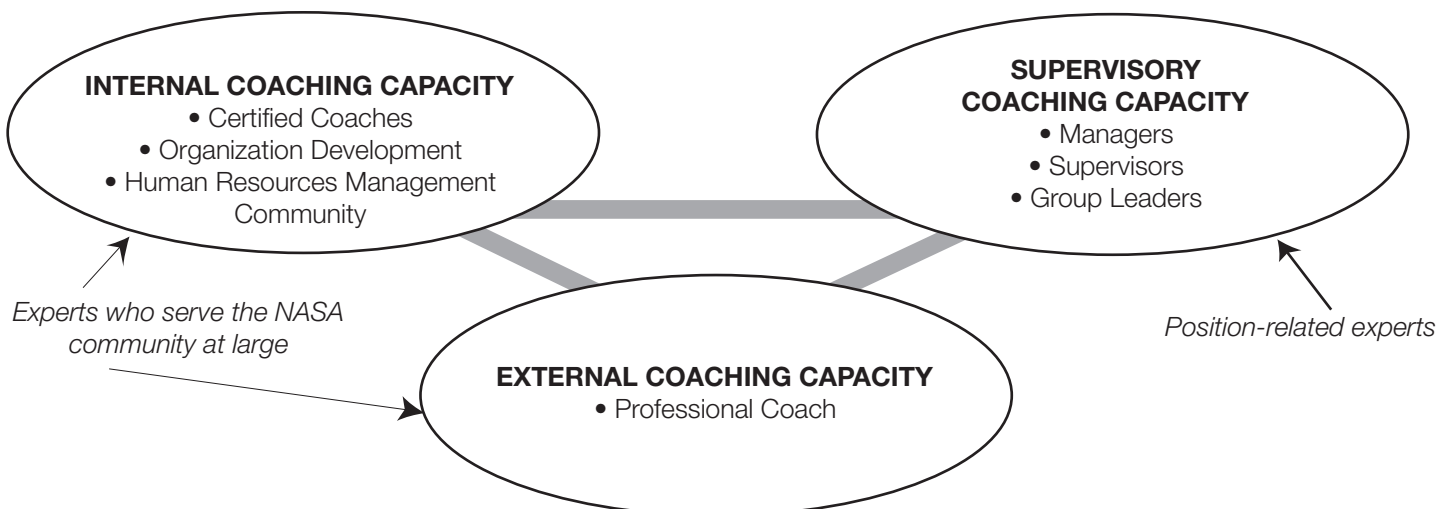
Executives considering coaching should think about career goals and how coaching could help achieve them. Executives may also find it helpful to ask themselves questions that will clarify their expectations for the coaching partnership, such as: How do I expect coaching to help me reach my goals? Are there other activities, such as training or mentoring, that better fit my developmental needs at this time?

## NASA Coaching Options

NASA's goal in coaching is to equip employees with the tools and opportunities needed for self-development. A coach serves as a catalyst to the individual's development. In performing as a strategic business partner, a coach demonstrates credibility and the ability to forge partnerships of trust, inspire commitment, focus on goals that matter, promote persistence, and ask the tough, strategic questions leading to performance breakthroughs. Because of this,

NASA works to ensure that employees have access to coaches who possess a broad diversity of backgrounds (job function, gender, culture, etc.). NASA has both an internal and external coaching capacity. Ultimately, selection of a coach will be based upon the coach's experience and skill and his/her ability to relate to the individual being coached. NASA builds its coaching capacity internally and externally as depicted in the following diagram.

### NASA Coaching Capacity



# Internal Coaching

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Internal coaching is a facilitative one-to-one, mutually designed coaching relationship between a NASA civil servant certified coach and a key NASA employee who is accountable for highly complex decisions with wide scope of impact on the NASA organization, government, and industry as a whole. The primary impetus for engaging in coaching is organizational performance or development, either of which may have a personal component as well. The results produced from this relationship are observable, measurable, and aligned with the performance requirements the individual (or NASA organization) has established. Coaching services are arranged through NASA Headquarters or the Center Coaching Point of Contact (POC).

In addition to the characteristics of an effective coach discussed previously, NASA has established the following standards for selecting internal coaches.

**Coaching Certification**—All internal coaches must have coaching credentials from an ICF-certified training program.

**Tested Experience**—The coach must have the appropriate level of corporate experience to understand the developmental, political, and environmental needs of the employee.

**Skilled at Problem Diagnosis**—If diagnostic instruments are used, the coach must be appropriately certified to administer those instruments to assess gaps, help identify blind spots for the individual being coached, determine outcome measurements (scorecards for accountabilities, pre- and post assessments to measure 360-degree feedback), and facilitate communication and feedback.

**Results Oriented**—The outcomes of the coaching relationship should specify how the coaching success would be measured, evaluated, and realized by individual performance improvement and NASA mission impacts. Additionally, a coaching agreement for the employee should be established up front and refined throughout the coaching relationship.

**Knowledge and Application of Coaching Competencies, including Interpersonal Competencies**—The coach must demonstrate knowledge through past experience and application of competencies previously identified.

## External Coaching

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External coaching has all the same components as those identified for internal coaches with the exception that the relationship is between a key NASA employee and a trained and certified coach hired from outside the Agency. In some cases, NASA will use noncertified coaches based on previous performance. These coaching services are procured through NASA Headquarters or the Center Coaching Point of Contact (POC).

In addition to the characteristics of an effective coach discussed previously, NASA has established the following standards for selecting external coaches:

**Tested Experience**—Coaches are required to have the requisite number of documented years of coaching expertise in the skill area to be addressed. ICF certification is preferred. Ideally, the coach should have work experience at or above the level of the individual being coached. This helps to ensure that the coach has the appropriate level of corporate experience to understand the developmental, political, and environmental needs of the individual.

**Skilled at Problem Diagnosis**—The coach should be appropriately certified to administer a variety of diagnostic instruments to assess gaps, help identify blind spots for the individual being coached, determine outcome measurements (scorecards for accountabilities, pre- and post assessments to measure 360-degree

feedback), and facilitate communication and feedback. When procuring the coach, the contract language will specify the types of diagnostic instruments that will be used as part of the coaching effort.

**Results Oriented**—The outcomes of the coaching relationship should specify how success would be measured, evaluated, and realized by NASA mission results. Additionally, a developmental plan for the individual should be identified up front and refined throughout the coaching relationship.

**Familiarity with Industry and Government**—At a minimum, the coach should have a working knowledge of NASA's strategic goals, the NASA Leadership Model, and the Office of Personnel Management (OPM) Executive Core Qualifications (ECQ). This includes broadly understanding the internal system constructs of NASA (science, engineering, administrative) as well as the external environment in which NASA operates, such as the Federal government, leadership challenges in the public sector, and understanding the local environment.

**Knowledge and Application of Coaching Competencies, including Interpersonal Characteristics**—The coach must demonstrate knowledge through past experience and application of characteristics and competencies previously identified.

## Required Qualifications for External Coaches

The contractor will be provided the following matrix as a means for rating and ranking potential coaches.

| % of Rating       | Rating Areas  | Excellent   | Meets  | Fails to Meet   |
|-------------------|---|---|--|---|
| 10                | Number of Years of Experience   | 10 +  | 7-9  | 5-6   |
| 10                | Certification   | ICF approved  | Other coaching certification or relevant graduate degree               | Related university course work (human behavior, OD, psychology, etc.)   |
| 20                | Skill and method of problem diagnosis*  | Very high degree of proven ability. Use of valid & reliable tools & methods   | Usually high degree of proven ability                                  | Moderate degree of proven ability                                       |
| 25                | Ability to achieve results*   | Always meets goals identified in Coaching Agreement   | Meets goals identified in Coaching Agreement to a degree               | Usually meets goals identified in Coaching Agreement                    |
| 10                | Familiarity with industry and government  | Broad experience in both industry and government, specifically with technical/scientific organizations                    | Broad industry and government experience                               | Broad industry or government experience                                 |
| 20                | Knowledge and application of coaching competencies, including interpersonal characteristics | Possesses all of the characteristics of effective coaches identified in the NASA Coaching Guide to a high degree of skill | Possesses all of the characteristics, some to a lesser degree of skill | Possesses most of the characteristics, some to a lesser degree of skill |
| 5                 | Discretionary   | High degree of additional qualifications  | Some additional qualifications   | Minor additional qualifications   |
| <b>Total 100%</b> |   |   |  |   |

\* Degree of proven ability in Problem Solving and Ability to Achieve Results will be ascertained through examples of tangible evidence.

# Supervisory Coaching

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NASA has identified coaching as a basic supervisory competency. Supervisory coaching is effective when:

1. It becomes a way of conducting everyday communication and is not an “event,” and
2. It is focused on incremental performance improvement through increasing self-awareness.

An important role of the supervisor is to coach employees in the course of their everyday interactions. All NASA managers, supervisors, and team leads are expected to have a level of proficiency in coaching their employees. This “real-time” coaching involves day-to-day observation with immediate, practical feedback on performance and behavior. A supervisor may pinpoint performance problems or areas and skills needing improvement. Real-time coaching can boost an employee’s confidence and enable him or her to better understand his/her strengths

and how to use them. Coaching should also be a part of developmental planning discussions. The key to an effective supervisory coaching relationship is trust. The employee needs to know that the supervisor has his/her best interests as well as the organization’s needs at heart. Coaching helps employees reach their full potential, which moves them and the organization forward.

If done properly, supervisory coaching is not an additional task. It is a way of building understanding between supervisors and employees through day-to-day conversations. Supervisory coaching strengthens:

- Performance
- Shared understanding of priorities
- Understanding of Agency and Center mission and goals
- Working relationships
- Two-way communications

## II. The NASA Coaching Process

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Formal coaching relationships are based on written agreements between the coach and the individual being coached. This written agreement delineates the goals and mutual expectations for how the coaching relationship will work. The individual, coach, and supervisor must be in agreement regarding the desired results of the coaching relationship.

NASA Headquarters and Centers should align their coaching efforts to the philosophy and strategy outlined in these guidelines. The coaching process may begin in a variety of ways including conversations with human resources specialists, supervisory referrals, or by employee request. In general, the process consists of the following additional steps.

### **Step 1: Meet with Center Coaching Point of Contact (POC)**

If the employee is confident that he or she can benefit from coaching and is willing and ready to participate in the coaching process, the next step is to set up a meeting with the coaching POC at his or her Center. Prior to this meeting, the employee will be asked to complete a coaching application (Form A). This request form is designed to help the POC better understand the individual's needs and professional goals as he/she begins the coaching process.

During the meeting with the POC, the individual needs to complete a preferences guide (Form B). This questionnaire is designed to help the POC identify the learning option that is best suited to meet the individual's developmental needs.

### **Step 2: Coach Assessment and Selection**

Based on the information provided in Step 1, a pool of potential coaches will be identified for the employee. The individual will then review the coaches identified and conduct interviews.

#### ***Selecting a Coach***

Each coach has his or her own unique style, personality, strengths, preferences, and weaknesses. Similarly, each individual has his or her own unique devel-

opmental needs, personality, preferences, and learning style. For this reason, selecting the best coach is an important first step in ensuring the success of the coaching engagement.

The best way to select a coach is to review the bios of two or three coaches, and then conduct a screening interview with those that meet the individual's personal criteria. Both during the screening interview and throughout the coaching process, the individual should continue to refine and adjust his/her assessment of how the coach is helping him/her to achieve the stated objectives.

#### ***Screening Interview Questions***

- Describe your career history
- What coaching education and training have you completed?
- Have you worked with Federal agencies before? With NASA?
- Have you coached individuals at my level?
- Can you work with me to help me understand how to work more effectively with others?
- How will you maintain my confidentiality?
- Describe your coaching approach
- What assessment instruments do you use as part of the coaching process?
- How will you measure improvement/success?
- How will you keep me accountable for results?
- How do you normally communicate with coaching clients?
- What type of clients do you work with most effectively?
- What are the essential skills for being an effective coach?

After the interview process is completed the individual will contact the Coaching POC to finalize selection of a coach.

### Step 3: Coaching

At the beginning of the relationship, the coach typically conducts an assessment. Assessments are tools used to gather information about an individual's values, behaviors, competencies, goals, interests, and potential opportunities for development.

This assessment can range from being very formal to informal depending on where the individual is in the development process and his/her past experience.

An informal assessment may consist of a brief questionnaire, face-to-face discussion, or simple observation. The coach will determine the appropriate assessment instrument tool to use in the coaching process.

Assessments are used in a coaching relationship as a way to provide valuable information to guide and focus the relationship. Assessments provide new explanations for behaviors, discover new possibilities, generate a baseline of information about the individual being coached, build the coach/client relationship, and facilitate identification of the coaching intervention. All assessment data will be kept confidential between the client and the coach.

Once assessments are completed, the coach will review the data with the individual being coached and provide feedback. The coach and coachee then work together to create a development plan and a set of objectives based on the data results and the individual's goals. The coach and individual will also identify the roles of stakeholders (including the individual's supervisor and the coaching POC); significant milestones related to their progress; and measures of success. Additionally, the coach and the individual will work out the terms and logistics of the coaching relationship and gain appropriate approvals. (See Form C: Coaching Agreement.)

### Step 4: Periodic Assessments

#### *Midpoint Assessment*

The Midpoint Assessment will be conducted halfway into the coaching contract. This assessment is designed to track the progress with the coaching contract, relationship, and coaching process. During this phase some of the following questions may be asked:

- What is working well?
- What needs improvement?
- How can we do things differently?
- Are we on track to accomplishing our goals?

After this assessment, the coach sends the completed assessment to the coaching POC. (Form D: Midpoint Assessment.)

At this time, the coach and coachee will determine whether to stop or continue the coaching relationship. The coach gives the coachee the final assessment form to complete along with a preaddressed envelope and instructions. This information is kept confidential, and only aggregated data is given to the coach and NASA. A sample Final Assessment form is included in the back of this guide (Form E). At this time an assessment from the supervisor may also be obtained (Form G).

#### *Followup Assessment*

The final phase of the coaching assessment process is the Followup Assessment. This is normally conducted six months to a year after the end of the coaching contract. A Followup Assessment form is included at the back of this guide (Form F).

#### *Resources*

For additional resources regarding coaching, visit: <http://nasapeople.nasa.gov/training/coachmentor>

# Form A: Coaching Application

Name: \_\_\_\_\_

E-mail address: \_\_\_\_\_

Phone number: \_\_\_\_\_

Position/title: \_\_\_\_\_

Length of service: \_\_\_\_\_

Senior Executive Service (SES) member? ☐ YES ☐ NO

Preferred characteristics of coach (gender, background, style, special expertise, etc.) or specific preferred coach in the local geographic area:

Professional goals:

Goals and reason for desiring coaching:

List any relevant assessments you have recently had that could be provided to the coach:

Have you ever had a coach before? If so, what was your experience?

How soon would you like to get started with a coach?

Other considerations (type of coaching, availability, etc.):

Supervisor's name: \_\_\_\_\_

Supervisor's e-mail: \_\_\_\_\_

Supervisor's signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Form B: Coaching Preferences Guide

Please circle the number below that most accurately reflects your attitude regarding each question.

1. To what extent would it be beneficial for you to receive advising from a person higher up in the NASA hierarchy?

Not at all beneficial                      Moderately beneficial                      Highly beneficial

1 — 2 — 3 — 4 — 5 — 6 — 7

2. To what extent do you feel that confidentiality is important when addressing your work priorities?

Not at all important                      Somewhat important                      Very important

1 — 2 — 3 — 4 — 5 — 6 — 7

3. To what extent do you think that someone in a position of authority directing your work habits and schedule would be useful?

Not at all beneficial                      Moderately beneficial                      Highly beneficial

1 — 2 — 3 — 4 — 5 — 6 — 7

4. How important is it that a person advising you has a thorough understanding of NASA's organizational policies and procedures?

Not at all important                      Somewhat important                      Very important

1 — 2 — 3 — 4 — 5 — 6 — 7

5. How important is it that you have a clear measure of your progress after receiving advice?

Not at all important                      Somewhat important                      Very important

1 — 2 — 3 — 4 — 5 — 6 — 7

6. To what degree is the goal of the advice you are seeking primarily for personal development?

Not at all                      Somewhat                      Very much

1 — 2 — 3 — 4 — 5 — 6 — 7

7. To what degree is your personal life negatively affecting your job capability?

Not at all                      Somewhat                      Very much

1 — 2 — 3 — 4 — 5 — 6 — 7

8. I need to learn and practice specific new job skills that I lack.

Strongly disagree

Agree  
somewhat

Strongly agree

A horizontal path graph with 7 vertices labeled 1 through 7, connected in sequence.

9. To what extent do you think that someone simply telling you what to do at work would be beneficial for your improvement at work?

Not at all  
beneficial

Moderately  
beneficial

Highly  
beneficial

10. To what extent would it be beneficial for you to receive advising from a person who will have the ability to evaluate your job performance at an official level now or in the future?

Not at all  
beneficial

Moderately  
beneficial

Highly  
beneficial

11. To what degree is confidentiality important to you in the process of receiving advice and feedback?

Not at all  
important

Somewhat  
important

Very  
important

12. To what extent is a friendly, collegial relationship between you and an advisor beneficial for your improvement at work?

Not at all  
beneficial

Moderately  
beneficial

Highly  
beneficial

A path graph with 7 vertices labeled 1 through 7 in a horizontal line.

13. How important to successful advising is an advisor's expertise on the particulars of your work?

Not at all  
important

Somewhat important

Very important

14. To what extent do you think that evaluation of your work performance would be beneficial for improvement?

Not at all  
beneficial

Moderately  
beneficial

Highly  
beneficial

15. To what degree is the goal of the advice you are seeking primarily for career development?

Not at all                      Somewhat                      Very much

(1) — (2) — (3) — (4) — (5) — (6) — (7)

16. I believe there is little, if anything, that I can do to improve my current work situation.

Strongly disagree      Agree somewhat      Strongly agree

1 2 3 4 5 6 7

17. Training in a specific area is less important to me, at this time, than advice on my general career path.

Strongly disagree                      Agree somewhat                      Strongly agree

1   2   3   4   5   6   7

18. I need to discuss the internal politics of my organization and how it affects my career path.

Strongly disagree      Agree somewhat      Strongly agree

1 2 3 4 5 6 7

19. To what extent is it important that the relationship between you and your advisor is an equal relationship?

Not at all important                      Somewhat important                      Very important

1 2 3 4 5 6 7

20. To what degree is confidentiality important in your being comfortable enough to openly discuss your work priorities.

Not at all important      Somewhat important      Very important

1 2 3 4 5 6 7

21. To what extent is a strong personal relationship important between yourself and the person advising you?

Not at all important                      Somewhat important                      Very important

(1) ————— (2) ————— (3) ————— (4) ————— (5) ————— (6) ————— (7)

22. To what extent would it be beneficial for you to work with someone who has more experience in your field than you have yet acquired?

|                          |   |   |   |                          |   |   |  |                      |
|--------------------------|---|---|---|--------------------------|---|---|--|----------------------|
| Not at all<br>beneficial |   |   |   | Moderately<br>beneficial |   |   |  | Highly<br>beneficial |
| 1                        | 2 | 3 | 4 | 5                        | 6 | 7 |  |                      |

23. Clear benchmarking of my progress at work would be beneficial.

|                      |   |   |   |                   |   |   |  |                   |
|----------------------|---|---|---|-------------------|---|---|--|-------------------|
| Strongly<br>disagree |   |   |   | Agree<br>somewhat |   |   |  | Strongly<br>agree |
| 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |                   |

24. To what degree is the goal of the advice you are seeking primarily for the development of a particular area or structure within NASA?

|            |   |   |   |          |   |   |  |           |
|------------|---|---|---|----------|---|---|--|-----------|
| Not at all |   |   |   | Somewhat |   |   |  | Very much |
| 1          | 2 | 3 | 4 | 5        | 6 | 7 |  |           |

25. To what degree is your work life negatively affecting your personal life?

|            |   |   |   |          |   |   |  |           |
|------------|---|---|---|----------|---|---|--|-----------|
| Not at all |   |   |   | Somewhat |   |   |  | Very much |
| 1          | 2 | 3 | 4 | 5        | 6 | 7 |  |           |

26. There is a specific area of knowledge that I wish to acquire for my work.

|                      |   |   |   |                   |   |   |  |                   |
|----------------------|---|---|---|-------------------|---|---|--|-------------------|
| Strongly<br>disagree |   |   |   | Agree<br>somewhat |   |   |  | Strongly<br>agree |
| 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |                   |

27. It is important to me to have advice from a superior within the organization.

|                      |   |   |   |                   |   |   |  |                   |
|----------------------|---|---|---|-------------------|---|---|--|-------------------|
| Strongly<br>disagree |   |   |   | Agree<br>somewhat |   |   |  | Strongly<br>agree |
| 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |                   |

28. To what extent would it be helpful to have advice and direction from a person who is in a position of authority in your work area?

|                       |   |   |   |                     |   |   |  |                      |
|-----------------------|---|---|---|---------------------|---|---|--|----------------------|
| Not at all<br>helpful |   |   |   | Somewhat<br>helpful |   |   |  | Extremely<br>helpful |
| 1                     | 2 | 3 | 4 | 5                   | 6 | 7 |  |                      |

29. To what extent do you feel that confidentiality is important when addressing how to make changes in your work?

|                         |   |   |   |                       |   |   |  |                   |
|-------------------------|---|---|---|-----------------------|---|---|--|-------------------|
| Not at all<br>important |   |   |   | Somewhat<br>important |   |   |  | Very<br>important |
| 1                       | 2 | 3 | 4 | 5                     | 6 | 7 |  |                   |

30. To what extent is clear direction and planning of your work from a superior more important than having the ability to plan your work *with* your supervisor?



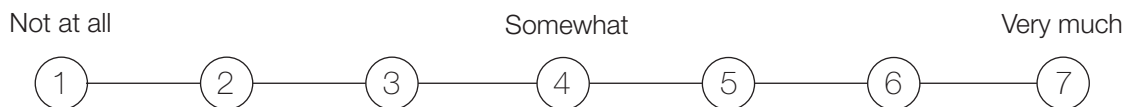
31. To what extent does an advisor's expertise in your specific area of work impact their credibility in giving you advice?



32. To what extent would a clear and quantifiable measure of your work and progress be beneficial to your work?



33. To what degree is the goal of the advice you are seeking for the development of the organization for which you work at NASA?



34. I need to discuss some personal matters about my sense of well-being.



35. There are specific skills that are important for me to acquire for my work.



36. It is important to me to receive career advice from a superior who could help guide my career development.



## Form C: Coaching Agreement

We are voluntarily entering into a formal coaching relationship partnership, which we expect to benefit NASA and us. The following highlights the features of our partnership:

1. Coaching partnership objectives:

2. Coaching milestones related to objectives:

3. Measures of success related to objectives:

4. Specific role of the coach and key stakeholders:

Coach:

Client:

Other key stakeholders (manager, peers, direct reports, and customers):

5. Specific logistics of the coaching partnership: *(Please include expected start date, end date, contact locations, durations, frequency, total time estimates by activity, travel logistics and cost estimates, methods for staying in contact, etc.)*

6. The client will gain the commitment of his/her supervisor by:

7. We will honor the following confidentiality agreement:

This agreement remains in effect for 12 months. The agreement may be terminated at any time by either the coach or the individual being coached.

Signature: \_\_\_\_\_  
Individual Being Coached

Signature: \_\_\_\_\_  
Coach

**Instructions:** Please complete and return a copy of this form to Cambria Consulting (fax: 617-523-7817; E-mail: [dsteinbrenner@cambriaconsulting.com](mailto:dsteinbrenner@cambriaconsulting.com)), as well as to the coachee's local Center coordinator for the coaching program.

## Form D: Midpoint Assessment

1. What coaching activities have you participated in since the start of the coaching process?

2. To what extent have these coaching activities contributed to your goals so far?

Very little

Moderately

Very much

3. I am on track in accomplishing my coaching goals.

Very little

Moderately

Very much

```

graph LR
    1((1)) --- 2((2))
    2 --- 3((3))
    3 --- 4((4))
    4 --- 5((5))

```

4. There have been changes in my goals since beginning coaching.

Very little

Moderately

Very much

5. If there have been changes in your goals, what are they?

[illegible]

6. As a result of the coaching thus far, I have had an impact on the mission of NASA, my organization, and/or my own personal mission.

Very little

Moderately

Very much

```

graph LR
    1((1)) --- 2((2))
    2 --- 3((3))
    3 --- 4((4))
    4 --- 5((5))

```

\_\_\_\_\_

Very little                      Moderately                      Very much

(1) ————— (2) ————— (3) ————— (4) ————— (5)

Very little                      Moderately                      Very much

1 ————— 2 ————— 3 ————— 4 ————— 5

[illegible]

Very little                      Moderately                      Very much

(1) ————— (2) ————— (3) ————— (4) ————— (5)

Date: \_\_\_\_\_

# Form E: Final Assessment

## Results of Coaching

1. My coach helped me to set focused and clearly defined goals.

Strongly disagree                      Neither agree or disagree                      Strongly agree

① ————— ② ————— ③ ————— ④ ————— ⑤

2. To what degree did you accomplish the goals that you set?

Not at all                      Moderately                      Completely

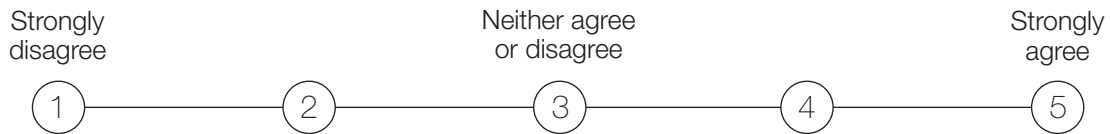
① ————— ② ————— ③ ————— ④ ————— ⑤

3. What goals did you accomplish through coaching?

4. Are there any goals that you did not achieve? If so, what are they?

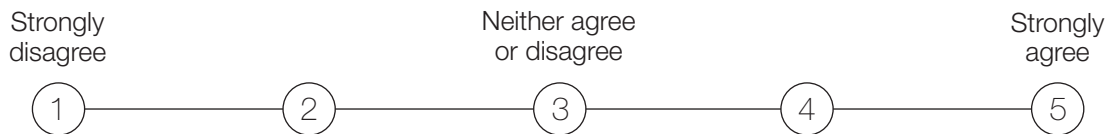
5. What new skills have you learned through coaching?

6. I have applied the new skills I have learned.

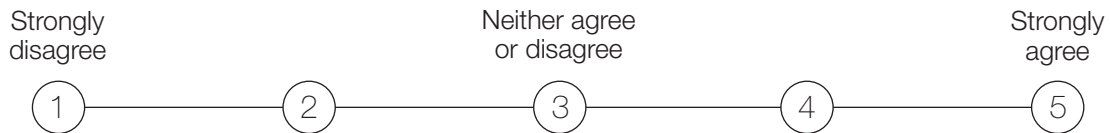


7. What behaviors have you changed or what new behaviors have you learned through coaching?

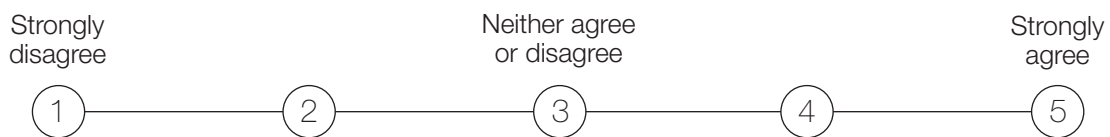
8. I have applied the new behaviors I have learned.



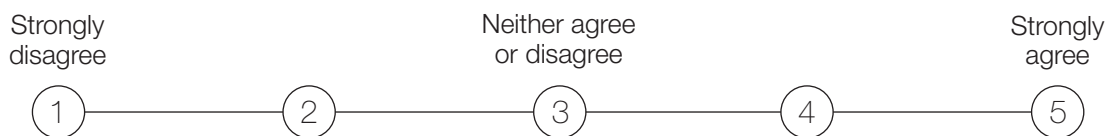
9. I have become more open-minded in how I approach my work as a result of coaching.



10. I am more willing to participate in learning or developmental activities as a result of coaching.



11. As a result of coaching, I have had an impact on the mission of NASA, my organization, and/or my own personal mission.



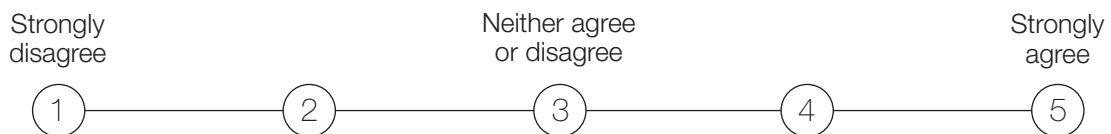
12. What was this impact, if any? How did the coaching contribute to or enable it?

### Coaching Relationship

13. What problems did you encounter with your coach or the coaching process?

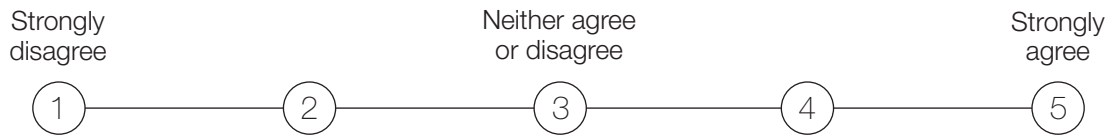
14. How were problems with your coach or the coaching process addressed?

15. My coach was very effective in helping me achieve my goals.

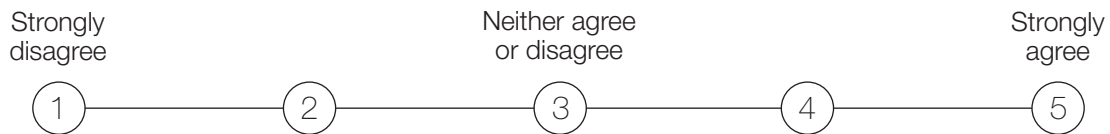


16. In what way(s) was your coach effective in helping you achieve your goals?

17. My coach and I were compatible.

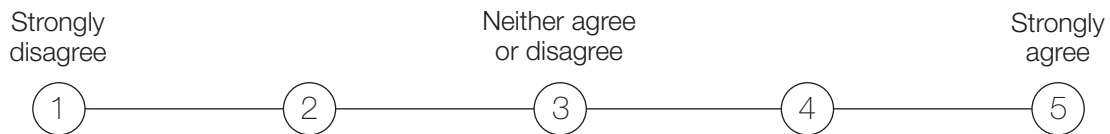


18. My coach gave me constructive feedback.



### Supervisory Relationship

19. I received encouragement and support from my immediate manager/supervisor to participate in the coaching process.



20. In what way(s) did your manager/supervisor offer support or encouragement?

## HR Relationship

21. I received encouragement and support from human resources to participate in the coaching process.

Strongly  
disagree

Neither agree  
or disagree

Strongly  
agree

1

2

3

4

5

22. In what way(s) did human resources offer you support or encouragement?

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Form F: Followup Assessment

1. The goals set by my coach and me continue to be useful.

Strongly disagree                      Neither agree or disagree                      Strongly agree

(1) — (2) — (3) — (4) — (5)

2. To what degree have you mastered the goals you set with your coach?

Not at all                      Moderately                      Completely

(1) — (2) — (3) — (4) — (5)

3. To what degree are you utilizing the skills you learned?

Not at all                      Moderately                      Completely

(1) — (2) — (3) — (4) — (5)

4. To what degree are you utilizing the behaviors you learned?

Not at all                      Moderately                      Completely

(1) — (2) — (3) — (4) — (5)

5. I am more open-minded in how I approach my work as a result of coaching.

Strongly disagree                      Neither agree or disagree                      Strongly agree

(1) — (2) — (3) — (4) — (5)

6. Have you identified new goals and are you working on achieving them?

7. Are you interested in engaging in a coaching relationship in the future? If so, why?

8. I am more willing to participate in learning or developmental activities as a result of coaching.

Strongly  
disagree

Neither agree  
or disagree

Strongly  
agree

1 ————— 2 ————— 3 ————— 4 ————— 5

9. To what degree have you become more interested in long-term development since your coaching experience?

Not at all  
interested

Moderately

Extremely  
interested

1 ————— 2 ————— 3 ————— 4 ————— 5

10. How can the human resources staff help you to continue with your own development?

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Form G: Supervisory Assessment

## Employee Coached

1. There has been an improvement in my employee's performance and effectiveness since engaging in executive coaching.

Strongly disagree                      Neither agree or disagree                      Strongly agree

① ————— ② ————— ③ ————— ④ ————— ⑤

2. There has been an improvement in my organization's performance since my employee engaged in coaching.

Strongly disagree                      Neither agree or disagree                      Strongly agree

① ————— ② ————— ③ ————— ④ ————— ⑤

3. Please rate your employee's performance improvement in the following NASA Leadership Model Executive Discipline Competencies. Circle the appropriate number for each competency listed.

### Knowledge of technical discipline

Little improvement                      Moderate improvement                      Exceptional improvement

① ————— ② ————— ③ ————— ④ ————— ⑤

### Ability to communicate and advocate discipline-related knowledge

Little improvement                      Moderate improvement                      Exceptional improvement

① ————— ② ————— ③ ————— ④ ————— ⑤

### Ability to actively lead and manage change

Little improvement                      Moderate improvement                      Exceptional improvement

① ————— ② ————— ③ ————— ④ ————— ⑤

### Ability to maximize human capital and build employee commitment

Little improvement                      Moderate improvement                      Exceptional improvement

① ————— ② ————— ③ ————— ④ ————— ⑤

### Ability to achieve program goals and objectives

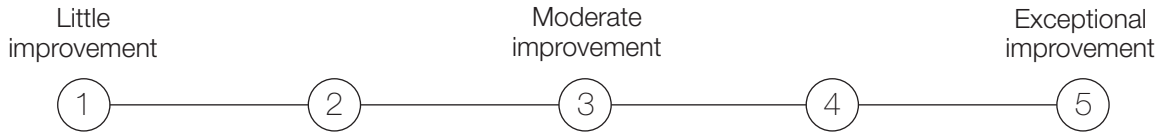
Little improvement                      Moderate improvement                      Exceptional improvement

① ————— ② ————— ③ ————— ④ ————— ⑤

### Judgment and decision-making ability



### Ability to build trust and supportive relationships



### Ability to manage self-development



### Ability to understand and leverage the informal organization



### Ability to design processes to achieve results



### Ability to anticipate and fulfill customer needs



### Ability to efficiently allocate and manage resources



### Ability to understand and respond to internal and external strategy, policy, and regulations



**Knowledge of information technology**



**Ability to capture and share knowledge**



**Knowledge of policies that regulate international partnerships**



**Understanding the culture of international partners**



4. Please cite a specific example of the employee's improved performance or effectiveness that can be attributed to this coaching:

Employee name: \_\_\_\_\_

Supervisor name: \_\_\_\_\_

Supervisor signature: \_\_\_\_\_

Date: \_\_\_\_\_